

ESTABLISHING AND OPERATING EFFECTIVE LOCAL ADVISORY COMMITTEES



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**
333 Market Street
Harrisburg, PA 17126-0333
www.education.state.pa.us



Commonwealth of Pennsylvania
Tom Corbett, Governor

Department of Education
Carolyn C. Dumaresq, Ed. D., Acting Secretary of Education
Office of Elementary and Secondary Education
Rita D. Perez, Acting Deputy Secretary

Bureau of Career and Technical Education
Lee Burket, Director

Division of Data Analysis, Assessment & Contracts
Katherine Simchock, Division Manager

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Bureau of Human Resources
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Harrisburg, PA 17126-0333
Voice Telephone: (717) 787-4417
Fax: (717) 783-9348
Text Telephone TTY: (717) 783-8445

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Pennsylvania Department of Education
School Services Unit Director
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750
Fax: (717) 783-6802
Text Telephone TTY: (717) 783-8445

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education
Bureau of Career and Technical Education
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333

Voice: (717) 772-4177
Fax: (717) 783-6672
TTY: (717) 783-8445
www.education.state.pa.us

All Media Requests/Inquiries: Contact the Office of Press & Communications at (717) 783-9802

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INTRODUCTION

This guide is designed for **Local Advisory Committees** at both secondary (comprehensive high schools, area vocational-technical schools and career and technical centers) and postsecondary (community colleges, technical institutes and other colleges and universities) levels. It is intended for use by new and existing committees, providing suggestions on how a local advisory committee can be organized and maintained to function effectively. The most important ingredient for success, however, is a willingness and commitment on the part of the school's administration and the advisory committee members to have an effective committee.

The main purpose of a local advisory committee is to strengthen the career and technical education program of a school or college. The committee provides valuable advice to the program, plans, implements or supports activities to aid the program, and helps to promote the program in the community.

Local advisory committees are a vital link between the career and technical education program and business and industry. In addition to state requirements for their establishment, career and technical education administrators and citizens recognize the value of community participation in the discussion of career and technical education issues. Advisory committees assist in assuring the relevance of the career and technical education program, help to create a partnership between the career and technical education program and the community, and increase public awareness of the program. Committee members representing business, industry, labor, public sector, community, postsecondary representatives and the general public bring a unique perspective to education and training programs. They provide knowledge and perspectives, which are invaluable to the career and technical education program.

It must be emphasized that local advisory committees are advisory bodies only. They do not have administrative or governing authority; nevertheless, their work is important to the effective operation of a career and technical education program. Career and technical education programs that have a close association and function in cooperation with an advisory committee are generally more successful than those which do not have such an association.

The Pennsylvania Department of Education, Bureau of Career and Technical Education commends those individuals who are working to build a strong, effective program by involving the community in the career and technical education system.

STATE MANDATES

The Pennsylvania State Board of Education regulations governing Career and Technical Education, Chapter 4 – Academic Standards and Assessment, and Chapter 339 all require the establishment of local advisory committees, and occupational advisory committees as a condition for career and technical education program approval by the Pennsylvania Department of Education. For more information, refer to Appendix A.

TYPES OF ADVISORY COMMITTEES

There are several types of advisory committees which are established to meet the needs of the career and technical education programs and community.

Local advisory committees provide overall direction for the entire career and technical education program of a school district, area vocational-technical school, career and technical center or postsecondary institution.

This committee advises on the whole range of activities and issues involving the career and technical education program, provides advice on appropriate program offerings and support services and, when appropriate, provides assistance and support to the institution.

Occupational advisory committees are established for each career technical education program or cluster of related programs offered by a school district or AVTS. The majority of the members of the committee shall be employees and employers in the occupation for which training is provided. The committee advises the board, administration and staff on curriculum, equipment, instructional materials, safety requirement, program evaluation and other related matters and to verify that the programs meet industry standards.

Professional advisory committee is composed of superintendents of districts participating in a consortium to establish and operate an area vocational-technical school (AVTS) or career and technology center (CTC), advises the school administration on the educational program and policies of the school and assist in strategic planning.

Participatory planning committee is comprised of specified members as defined in the *Carl D. Perkins Vocational and Technical Education Improvement Act of 2006*. This committee is a requirement for local planning and certain competitive funding areas authorized in the Perkins legislation.

Strategic planning committees develop schools' strategic plans through active participation by parents, students, school directors, teachers, school administrators, other school personnel, business and other community representatives. The committee serves a specific function in the strategic planning process as required by Section 4.13 (Strategic Plans) of Chapter 4, regulations of the Pennsylvania State Board of Education.

It is recommended these committees be established and operated to complement and support one another. For example, the participatory planning committee and the strategic planning committee can be the same committee, if all guidelines for membership requirements are met.

The advisory group addressed in this publication is the **Local Advisory Committee**.

LOCAL ADVISORY COMMITTEE ACTIVITIES

Although committee members have no legislative or administrative authority, the local advisory committee can enhance the education program and become a vital, positive force for career and technical education. The time and energy devoted by advisory committee members help increase their knowledge about the career and technical program and provide data and recommendations to teachers and administrators about the job market, employer needs and community opportunities.

The local advisory committee has several **major goals**:

- Provide information to update, modify, expand and improve the quality of career and technical education programs
- Support and strengthen the relationship between business, industry, the community and education
- Make recommendations to strengthen and expand the curriculum, and provide assistance in implementing these recommendations
- Assist in identifying needs, determining priorities, and reviewing and evaluating programs
- Articulate long-term goals and objectives of the career and technical education program to parents, employers and the community

To achieve these goals, members may provide valuable services in areas such as student recruitment, student placement, curriculum development, facilities and equipment, staff development, public relations, community needs, legislative and financial support, and career and technical student organizations' (CTSO) support. Suggested activities for each of these areas follows.

Student Recruitment

- Speak at student orientation meetings
- Participate in school and community career fairs
- Help conduct events recognizing students, employers or others active in career and technical education
- Assist in the development of admissions criteria for career and technical education programs

Student Placement

- Identify the knowledge, skills and attitudes necessary to compete in the job market
- Identify student training stations and activities
- Review and modify training plans
- Place students in part-time jobs during the school year or summer months
- Conduct mock interviews with students
- Set up testing via licensing agencies
- Help program graduates secure jobs
- Develop articulation agreements between secondary career and technical programs and postsecondary education/training institutions
- Provide work-based learning opportunities to assist in the transition from school to work

Curriculum Development

- Review the career and technical education program's philosophy, mission statement and goals
- Work with occupational advisory committees as needed to assure curriculum, course content, student competencies and safety procedures are current
- Recommend new course offerings as needed
- Participate in evaluations conducted by outside agencies
- Give classroom presentations/demonstrations
- Promote and host student visits to worksites in the community
- Provide supplies (such as raw materials, finished products, charts or posters) for exhibit or instructional purposes
- Assist in shadowing and career exploration educational activities and professional observation days
- Promote and host graduates as candidates for higher education
- Assess student performance on skill tests (for example, NOCTI)
- Assess student performance of SCANS skills

Facilities and Equipment

- Identify facility and equipment needs
- Help to obtain needed equipment and supplies on loan through donations or at special prices

Staff Development

- Arrange industry site visits for teachers to upgrade their knowledge and skills
- Offer industry training programs for teachers
- Identify community resource persons to assist career and technical teachers in the classroom
- Foster communications among teachers and employers to establish cooperative relationships between education and industry
- Help teachers find summer employment or internships related to their teaching assignment

Public Relations

- Foster positive communication between the school and community
- Distribute information describing the career and technical education program
- Communicate with the local boards of education about the impact of the career and technical education programs on the community
- Recommend effective ways to communicate with parents and provide them with information on career and technical education and resulting career opportunities
- Develop public service announcements to inform the community about career and technical education programs

- Post information on bulletin boards, submit news articles to local media, and place brochures in pay envelopes that advertise career and technical education opportunities
- Publicly commend businesses, employers, unions or other organizations making significant contributions/donations to the career and technical school/students

Community Needs

- Assess student interest and community support for career and technical education
- Identify the social, economic and cultural needs of the community
- Evaluate the career and technical education program with respect to employer requirements and individual graduates' career accomplishments
- Conduct surveys to identify present and anticipated employer needs and job availability
- Represent the business community in the strategic planning process

Legislative and Financial Support

- Support the adoption and implementation of state and federal legislation that strengthens career and technical education
- Establish scholarships or other financial assistance for outstanding graduates who wish to continue their education/training

Career and Technical Student Organization (CTSO) Support

- Promote the efforts of career and technical student organizations
- Judge contests held by career and technical student organizations
- Secure prizes or equipment donations for contests
- Attend career and technical education banquets and special events

THE EDUCATOR'S ROLE IN SUCCESSFUL LOCAL ADVISORY COMMITTEES

The attitude and conduct of the administrator toward the local advisory committee is a major determinant of the benefits derived from the committee. School staff, administrators, and board members should look upon advisory committees as a valuable resource, composed of community volunteers dedicated to building a quality career and technical education program. The administrator must encourage and channel the enthusiasm community members normally feel when asked to assist in the community's education program.

When working with a local advisory committee, the administrator should work with the committee chair to expedite the work of the committee and maximize its effectiveness. The administrator should assist the committee by:

- Providing an overview of career and technical education, including its philosophy and goals
- Informing the committee about the laws, rules, regulations and policies governing local advisory committees
- Advising the committee of its functions and responsibilities

- Providing background information on the institution and its programs
- Facilitating the physical arrangements for meetings, assuring invitations are mailed, disseminating publicity and attending to related details
- Assuring committee members are properly introduced and made to feel welcome
- Developing meeting agendas and focusing the work of the committee on items to strengthen the career and technical education program, effectively using the time and talents of committee members
- Assuring advisory committee members are properly recognized for their service
- Provide a culture that encourages open dialogue and meaningful input

Local advisory committee meetings are not intended solely to be a means for career and technical education personnel to inform the community of what is happening in the career and technical education program. School personnel should provide assistance and leadership, but should not dictate the agenda or dominate the discussion of advisory committee meetings. The purpose of local advisory committees is to enable community members to lend their expertise to career and technical education personnel in an organized and directed fashion.

ESTABLISHING LOCAL ADVISORY COMMITTEES

Approval

Local advisory committees are established by the initiative of a local administrator. Approval for the establishment of such a committee, and a description of its responsibilities, should be made by the governing body of the educational institution (for example, school board for a school district, joint operating committee for an area vocational-technical school, career and technical center or board of trustees for a community college). Formal appointment of committee members, generally upon the recommendation of the administration, should also be made by the governing body. It is likewise the governing body's responsibility to specify the goals, purposes, functions and operating rules of the committee and to recognize it as a legitimate part of the career and technical education program. The governing board should issue a policy statement regarding such matters. Participation of the governing body of the institution is important to the success of the advisory committee because the governing body provides credibility and status to the advisory committee and increases the obligation to seriously consider advisory committee recommendations. For additional information, refer to Appendix B for a sample appointment letter and to Appendix C for suggested bylaws.

Size

The size of advisory committees varies with the size and diversity of the community served, number of participating institutions, scope of authority, program of activities and other factors. Size may also vary over time as committee activities expand and contract. The committee should not be so large as to be cumbersome nor so small as to be unrepresentative of the various population groups in the community or lacking in sufficient personnel to complete tasks. Most local advisory committees have 10 to 20 members. While small committees may function easily, a larger committee can function well if officers and committee chairpersons are incorporated into an executive committee. Size alone neither assures nor precludes the success of a local advisory committee.

Composition

Pennsylvania law and State Board of Education regulations for career and technical education programs require representation of specific community groups on the local advisory committee. Committee membership should also be representative of the community in terms of sex, race, age, occupation, socioeconomic status, geographical location and other locally appropriate factors. A balance between large

large and small employers should be established and maintained.

The local advisory committee may have the same or different people as those who serve on the occupational advisory committees, although, by the nature of their functions, the composition will differ somewhat. The chairperson of each occupational advisory committee should be considered for membership on the local advisory committee as an ex-officio member. Others who should be considered for membership on a local advisory committee are:

- Representatives of business, industry and labor
- Coordinator of Workforce Development Regional Career Education Partnership for Youth Organizations and other business education partnerships
- Skilled employers, including those who are self-employed
- Employees and employers in the occupations for which training is provided
- Owners of small businesses
- Professional and technical employees
- Parents, students (non-voting), graduates and the general public
- Workforce Investment Board members and staff to local service providers
- Media personnel
- Chamber of Commerce and other business and industry association members
- Community leaders, including public officials
- Staff members of other education agencies and postsecondary institutions
- Economic development agency representatives
- Representatives of other governmental and community agencies, i.e. Team Pennsylvania CareerLink; Office of Vocational Rehabilitation; Human Relations Commission; Community and Economic Development; Bureau of Labor Law Compliance, etc
- Representatives of racial and ethnic populations in the communities served

Qualifications of Members

The choice of committee members is an important determinant of whether the committee functions effectively. Care must be taken to select and invite informed, concerned and capable individuals.

Committee members should possess these characteristics:

- Intelligence, social vision and leadership experience/potential
- Interest in the institution's programs
- Desire to improve the institution's programs
- Willingness to promote the school's programs
- Ability to express ideas, defend convictions and listen to others
- Experience in or knowledge about those occupations represented in the institution's programs, as well as other occupations
- Available to serve in terms of time, health and location

- Ability to work well with others
- Highly motivated and dedicated to the purposes and work of the committee

Terms of Membership

Terms of membership will be determined by several factors, including the availability of individuals to serve on the committee. The suggested term of membership is three years. Thus, membership does not become unnecessarily burdensome to any one person, and other individuals who may have an interest in the program can have an opportunity to serve on the committee. For the first year of committee operation, appointments should be made for one, two or three-year terms. In succeeding years, members should be appointed to three-year terms to assure both continuity and the inclusion of new people and new ideas. Again, it is important to consider local conditions, availability of volunteers and the need to have all significant elements of the community represented on the committee.

Selection and Appointment of Members

Committee members should be formally appointed by the Board of Education, Joint Operating Committee or the Board of Trustees from a list of names presented by the administration. Names of prospective members should be sought from teachers, cooperative education coordinators, business, industry and community leaders, workforce investment board, current advisory committee members, parents, students and the general public.

Announcements of the availability of committee membership may be made through various media, such as information sent home with students and local newspapers, etc., accompanied by a brief description of committee duties and activities. If desired, a selection committee (composed of several citizens and/or school representatives) may be organized to secure the names of individuals and to interview and screen potential committee members.

Before appointments are made, prospective members should be consulted on their willingness and availability to serve. They should be given a full description of the responsibilities and duties of the position. After selection, each member should be contacted either by the school's highest administrator or the committee chairperson to inform him/her of the appointment, provide information about installment of new members, and the next committee meeting and other relevant details. An appointment letter from the appropriate governing board or committee should also be sent to the appointee. Refer to Appendix B for a sample appointment letter.

ADVISORY COMMITTEE ORIENTATION

Preparation

When a new committee is created, it is important for the committee to have a good start. It is particularly important that members understand what they are expected to do. The same principle applies to the appointment of new members to an existing committee.

The first meeting should be held within 30 days of appointing the committee. A letter of personal welcome and congratulations from the administrator or the head of the appointing board or committee should be sent to all members along with notification of the date, time and place of the meeting. A well-planned agenda should be included.

Approximately one week prior to the meeting, a packet of resource materials should be mailed to each member. The packet should contain the following: a list of committee members; school program

descriptions; committee bylaws; past committee recommendations; the committee's last annual report; the institution's policy statement; a glossary of terms; and pertinent information from the local board or committee, the State Department of Education, the State Board of Education, United States Department of Education and other agencies with an impact on the career and technical education program. (Refer also to *Resources for Committee Members* on page 12.)

A cover letter should emphasize that members have unique knowledge and experience which only they can give to the school administrators and teachers, and that is the reason they have been selected to serve on the local advisory committee.

The First Meeting

The first meeting of a new committee, or the reorganization meeting of an existing committee, provides an opportunity to motivate new and experienced members and build interest and support for the school's program. This meeting, as with all committee meetings, should be filled with information, purpose, discussion and hospitality.

Arrangements may be made to have students, perhaps representing career and technical student organizations (CTSOs), serve as hosts and hostesses. Refreshments could be provided. A luncheon or dinner may be prepared and served by career and technical education students, if food service is an offered program, and if the meeting is held at the school. During this time, committee members should be given time to become acquainted with each other. All new members should be welcomed by and assigned to an experienced committee member or staff person to assure that each feels welcome as part of the organization, and is introduced to others. Similar attention should be given to speakers, consultants and other invited guests. A tour of the institution's facilities should be scheduled either before or after the meeting.

It is important to begin all committee meetings promptly. A school or college representative may act as temporary chairperson and appoint a temporary secretary. The orientation agenda should include the following:

- Welcome by appropriate officials
- Introduction of committee members and guests
- Explanation of the concept of an advisory committee and its activities, functions, objectives, responsibilities and limitations, and the role of committee members. This may be done by a consultant, or a representative from another advisory committee who is knowledgeable about advisory committee matters
- Distribution of printed material containing pertinent information about the committee and the career and technical education program
- Explanation of the functions, objectives and philosophy of career and technical education
- A presentation on the career and technical education programs and support services of the school(s) or college and introduction of professional staff members. Information might include enrollments, enrollment trends and employment rates for graduates
- Issues currently facing the school or college
- Review of committee recommendations made in the previous year, and the response of the governing board

- Organizational activities:
 - Discussion of the election of a chairperson and other officers at the first regular meeting. Members willing to devote extra time and effort may be invited to volunteer for consideration as chairperson. The committee can then decide whether or not to nominate officers at this meeting
 - Discussion of the number, schedule, starting time and length of future meetings, **(at least 1 meeting annually)**
 - Discussion of methods for notifying members of meetings, calling special meetings and developing agendas
- Carry-over work from the previous year of committee activities should be discussed, along with goals, progress and expectations regarding these activities
- Adjournment at the prearranged time

After the meeting, an appropriate representative of the institution should contact each member of the committee, offer gratitude for his/her attendance and participation, and highlight the future work of the committee.

RESOURCES FOR COMMITTEE MEMBERS

Advisory committee members should be presented with folders or notebooks containing pertinent resource information prior to the orientation meeting. This enables members to become familiar with the career and technical education program in an unhurried manner, and should reduce the time required at meetings for providing background information. It also serves as a continuing resource. If properly developed, this information will be useful in providing the new committee member with a comprehensive picture of the career and technical education program.

The resource folder or notebook may include a:

- Brief history of the career and technical education program
- List of the institution's administrators and their assigned duties, instructional staff and support personnel
- List of local advisory committee and occupational advisory committee members and affiliations
- List of the members of the board of trustees, joint operating committee or school board
- Description of the governance of the institution
- Organizational chart of the institution and the advisory committee
- Program budget summary, including sources of funds
- Program of studies detailing each educational program
- Study on equipment status
- Report on local area labor market data for country, region and state supply/demand data
- List of High Priority Occupations (HPO) data,
<http://www.paworkforce.state.pa.us/jobseekers/cwp/view.asp?a=464&q=153135>
- Report on data on recent graduates (for example, placement and retention rates, wages)
- Name and address for each local legislator and congressional representative

- Copy of the highlights of most recent strategic plan and recommendations of the strategic planning committee
- Calendar of committee meetings, school events and other career and technical education events (Career and Technical Education Week)
- Space for additional material

ORGANIZING THE LOCAL ADVISORY COMMITTEE

Selection of Officers

Local advisory committee officers should be elected annually/biennially by the membership at the first regular meeting. Administrators and other institutional staff should not serve as a committee chairperson.

Chairperson

The chairperson's ability to guide the work of the committee will, to a large extent, determine the effectiveness of the committee. The chairperson has responsibilities of:

- Establishing meeting dates, in consultation with the administration and other committee members, and calling committee meetings
- Preparing the meeting agendas and assuring that each member receives a copy of the agenda prior to each meeting
- Assuring reports and background information are prepared and made available as necessary and calling on consultants for advice on specific problems
- Presiding at meetings and maintaining contact with members, school representatives and governing boards
- Appointing an executive committee (if committee size warrants it), standing committees and, if needed, ad hoc committees

Qualifications of the Chairperson

The ability and personality of the chairperson are critical to the success of the committee. Great care should be taken in his/her selection. This individual should be an active business and industry leader from the community. Characteristics essential for a successful chairperson include:

- Approaches matters constructively with an appreciation for the contributions of others
- Works with others in a nonconfrontational manner
- Motivates others to address objectives and tasks
- Remains calm, balanced and in control of meetings and discussions
- Demonstrates responsible citizenship and actively participates with other community endeavors
- Possesses good communication and human relations skills
- Demonstrates a working knowledge of *Robert's Rules of Order*

Secretary

The secretary may be selected from the committee membership, or a school administrator or other school

personnel may serve in this capacity. The secretary is primarily responsible for:

- Maintaining communication with committee members on meetings, agendas, special events and other activities
- Keeping minutes of all meetings and distributing copies to members, the board or committee president, the chief school/college administrator and the governing board

The school/college should offer to provide clerical help for these and other committee functions.

Use of the Advisory Committee

It may be difficult, if not impossible, for advisory committees to effectively respond to all matters which are referred to them for advice; therefore, it may be useful to invite individuals from industry, business and various community organizations and agencies to provide specific help and information as it is needed. Another alternative is to establish ad hoc committees of noncommittee persons to respond to certain matters, report to the committee, and disband.

Role of the Institutional Representative/Educator

Each advisory committee should include in its deliberations an appropriate representative or representatives of the institution to provide relevant institutional information and suggest matters on which advice is desired. Career and technical directors, superintendents and occupational deans usually serve in this capacity for local advisory committees, as instructors do for occupational advisory committees. This person serves as a liaison and is not a member of the advisory committee; he/she may be used as a nonvoting executive director or secretary, but not as the chairperson of the committee.

The educator serving as the institution's representative has the responsibility for helping to inform and orient the committee to career and technical education functions, philosophy and objectives; conducting the first meeting of a newly organized committee until a chairperson is elected; working closely with the chairperson and secretary in preparing and distributing agendas, minutes, reports and recommendations; assuring that recommendations are forwarded to the appropriate boards, committees and staff; and serving as a consultant to the committee.

The success of an advisory committee depends largely on the ability of the school representative to guide, encourage and assist the committee in its activities. Indeed, no advisory committee can succeed without the enthusiastic support of the school/college representative; however, he/she must not dominate the committee or its meetings.

ORGANIZATIONAL STRUCTURE

The organization of a local advisory committee should facilitate accomplishment of the committee's primary function which is to advise the governing board and the administration on the philosophy, goals and means of achieving the goals of the school/college. The size of the community, scope of career and technical education offerings, issues confronting the program and the complexity of the community's economy will affect the committee's structure. Flexible structuring is a key to organizing an advisory committee that functions in a timely and effective manner. The structure may be periodically modified to enhance the efficiency and conduct of the committee.

One option of the committee is to establish an executive committee. This approach encourages decentralized and specialized efforts through several committees; but it coordinates the activities of each so that a well-

so that a well-developed, cohesive plan can be prepared for consideration by the full committee. This is especially effective for large advisory committees.

Each advisory committee must develop its structure to meet its own particular needs. The committee's executive committee (consisting of the chairperson, vice chairperson, secretary and committee chairpersons) is the key working unit. The number and kinds of committees will vary according to the aims and priorities of each local advisory committee.

It is recommended that a formal link be established between the occupational advisory committees and the local advisory committee. This could be accomplished through a standing committee or by representation of the occupational advisory committee chairpersons on the executive committee on an *ex-officio* basis.

Some suggested committees are:

Special Projects Committee – Chaired by the committee's vice chairperson and consisting of a diversified membership, this committee would be assigned special projects, such as:

- developing or amending bylaws
- developing committee recommendations
- preparing the committee's annual report
- conducting evaluations

Education Liaison Committee – The primary responsibility of this committee would be to increase the committee's and the community's understanding of career and technical education. Committee members would establish and maintain communications with administrators, guidance counselors, teachers, parents, students, student organizations and community organizations. They would utilize a variety of media in their public relations role. Examples of activities it might conduct include sponsorship of counselor awareness and teacher inservice programs, development of materials (videos, PowerPoint slide shows, brochures, etc.) portraying career and technical education programs and the organization of career and technical education exhibits.

Skill Needs Survey Committee – This committee would be responsible for projecting the area's employment requirements, identifying training needs and evaluating the career and technical program.

Other committees that might be established could address program additions or revisions, construction/renovations or satellite operations. Committees should be added and deleted as needed according to the particular circumstances of the school/college or area.

CONDUCTING EFFECTIVE ADVISORY COMMITTEE MEETINGS

The number of meetings that an advisory committee holds will be determined primarily by need, including the need to maintain continuity. **To be effective, a committee must be active.** It must meet regularly and call special meetings when circumstances demand.

The success of a meeting is dependent on several factors – planning, structure, style, interaction, comfort, accomplishment and leadership that encourages smooth operation. Productive meetings are the result of:

- Planning well in advance for meeting dates, times, places and parking
- Organizing meetings with an agenda of pertinent and timely items which are determined by the

committee's purposes and goals;

- Preparing agendas, providing information and data to support agenda action
 - Mailing of notices and reminders
 - Providing multimedia equipment, if needed
 - Securing guest speakers and consultants, when appropriate
 - Providing time for refreshments and informal discussions
 - Starting and stopping meetings as scheduled, (a time limit set on agenda items & extended only on committee agreement)
 - Scheduling meetings at convenient times and in comfortable surroundings, preferably at the building where the education programs are being conducted
 - Assuring that all who attend are given an opportunity to be active participants
 - Presenting problems for discussion and action with appropriate materials mailed in advance to members
 - Making decisions by consensus whenever possible
 - Recording minutes and promptly mailing them to members
 - Establishing long-term objectives and programs of work to meet the objectives
 - Making assignments of responsibilities clear and specific
-
- Showing strong interest in meeting attendance. (follow up absences with a personal contact to show concern - people are more likely to attend a meeting if they think someone cares whether they come)

LOCAL PROGRAM EVALUATION

Evaluation is one of the most important activities for local advisory committees. Objective evaluations make possible the development of sound committee recommendations for the program(s) being advised. When evaluating, it should be remembered that career and technical education is intended to prepare students for work that leads to high wages and advanced skills and to meet career goals and human resources needs for today's and tomorrow's global high tech economy. It serves as a link between individuals and employment.

Many possibilities exist concerning appropriate areas for evaluation. Committees should select a limited number of significant items for evaluation and be thorough, rather than attempt to evaluate all aspects of the school at once.

Suggested areas for evaluation are:

1. Precision of program objectives
 - Are program objectives well-defined?
 - Are program objectives measurable?
 - Are program outcomes measured?

2. Program content

- Are programs offered which meet the community's labor needs?
- Are there significant occupational areas not served by career and technical education?
- Is attention given in each program area to:

- All aspects of the industry
- Technical/theoretical knowledge and skills
- Manipulative skills
- Work habits
- Communication skills
- Human relations skills
- Integrated academic courses
- Appropriate equipment (tools, instructional materials, etc.)
- Applied academic skills

3. Support services

- Does the program have effective recruitment, placement and follow-up services?
- Does the institution provide a relevant and inviting description of the career and technical program and its support services?
- Is there sufficient staff to provide support services?
- Is employment and job placement information available to all students?
- Do all counselors have access to and use current labor market projections on job availability and skill needs?
- Do all counselors possess a working knowledge of career and technical programs?
- Are career and technical counselors readily available to all students?
- Does the institution keep its follow-up records current?
- Does the institution systematically gather information on employers' evaluations of program completers in their employ?
- Is follow-up information systematically used to make program improvements?
- Does the institution have support groups for students in nontraditional training?

4. Staff

- Are instructional staff persons current in the skills needed and techniques used in their occupational area?
- Is there a process in place to assure that instructional staff persons are periodically updated in their skill areas through comparable employment or inservice workshops?
- Does the administrative staff have a process to remain informed of relevant state and federal actions affecting career and technical education?
- Does the administrative staff maintain regular contact with appropriate community and government agencies (for example, Chamber of Commerce, Economic Development Authority, Workforce Investment Boards and Local Service Providers, Team Pennsylvania CareerLink Centers)?
- Is there a coordinated effort to inform the public of the institution's programs, services and special

events?

5. Availability

- Is a career and technical education program available to all people in the community who desire it?

6. Curriculum

- Is the curriculum performance-based?
- Does the curriculum accommodate variations in students' abilities and interests?
- Are programs developed and maintained with the advice of individuals employed in that occupation?
- Is academic and technical instruction integrated?
- Are there articulation agreements with postsecondary institutions where appropriate?

7. Instruction

- Is instruction provided in a realistic setting?
- Is hands-on instruction provided?
- Is related academic instruction provided?
- Is individualized instruction available to all students when appropriate or needed?
- Is performance-based instruction used in the career and technical program(s)?
- Are adequate and appropriate reference materials and other learning resources available?
- Is safety emphasized?
- Does staff maintain contact with employers and former students?
- Are cooperative education programs available to students?

8. Facilities/Equipment

- Do students with disabilities have access to facilities, classrooms, shops and laboratories? Is equipment modified where necessary?
- Is the size of the building and its classrooms adequate?
- Are the equipment and tools sufficient in quantity and quality and current with those used in the workplace?
- Are the classrooms, equipment, tools and other materials safe and safely used?
- Is the classroom and laboratory area safe for students and staff?

9. Students

- Do follow-up studies show whether graduates have the skills needed to enter employment in their chosen field or to pursue further postsecondary education?
- Are student organizations available and encouraged as a part of the curriculum?
- Are students in nontraditional training provided support and encouragement?

- Does the institution actively promote nontraditional training and cooperate with agencies promoting such training?

The items cited above are examples of the many items which may be appropriate to evaluate in the school and its programs. It is preferable to limit evaluations to a small number of items within the capacity of the local advisory committee to complete. Prior to conducting an evaluation it is suggested that the:

- Objectives of evaluation are clearly specified
- Purpose of evaluation is clearly stated as program improvement, not the generation of criticism
- Evaluation is carefully planned, with objective, unbiased questions, interviews, surveys and research
- Evaluation results and recommendations are justified, and reports are presented in a nonpersonal, nonthreatening manner

ADVISORY COMMITTEE RECOMMENDATIONS

Developing recommendations is one of the local advisory committee's most important functions. Committee recommendations, based on its expertise and evaluation(s), are important because they put forth the unique perspective advisory committee members bring to the task, and they solidify the link between the institution and the community.

It is suggested that recommendations be submitted at one meeting and adopted at a later meeting. Written justification for each recommendation should be provided. Recommendations should be included in the annual report prepared by the committee. All recommendations and advice should be formally approved and adopted by a majority of the committee members in attendance at a meeting. Recommendations and advice by committees should be prepared and submitted in writing to the appropriate governing board.

After a committee has gathered its information, analyzed it, made conclusions, formed recommendations and submitted them to the appropriate body, it is usually anxious for acceptance of its recommendations and implementation of recommended actions. It is important, however, for the committee to remember that its role is advisory, not administrative or legislative. It is not realistic to expect that all recommendations will be accepted and implemented; however, the committee should request, and expect to receive, a written response to its recommendations from the appropriate board, committee or person.

If a recommendation is rejected, the committee should be informed of the rationale for the rejection. The committee should also be informed of action taken and results achieved when a recommendation is accepted.

Committee members represent business, industry, other employers, labor and the general public, and thus are the "consumers" of career and technical education's "products." Their recommendations, if developed carefully, will have considerable influence.

School and college administrators and governing board members are aware of the unique contributions advisory committee members can make and are usually prepared to seriously consider their recommendations. They may not be as eager as the committee to adopt the recommendations, but they are bound to listen to the suggestions made and to respectfully respond to the recommendations.

To improve career and technical education programs, cooperation is needed between the advisory committee, governing board and the administration. The committee should never disclose its ideas or recommendations to the media or the public without first discussing them with the responsible school administrator and the school board, joint operating committee or board of trustees.

RECOGNITION OF COMMITTEE MEMBERS

Most committee members will continue to serve if their experience and talents are utilized and if their recommendations, if not accepted and implemented, are at least seriously considered by the board or committee. Committee members serve without pay, but the rewards are substantial for persons who are dedicated to the welfare of their community and their educational institutions. Self-satisfaction can be derived from assisting young people to successfully enter the work force by sharing experiences, knowledge and abilities.

Advisory committee members deserve both appreciation and recognition for their participation and contributions of time, knowledge and energy. For their efforts, members should be recognized by school/college officials. Examples of ways in which this might be accomplished are:

- Give public recognition to members at meetings and school functions, through press releases, personal letters of appreciation and special certificates
- List the members on advisory committee stationery and publications
- Record minutes to include members' significant comments, along with their names
- Invite members to school functions and special career and technical education events
- Provide members with relevant materials and publications to review for comment and request feedback

- Take committee recommendations seriously, and listen and respond to suggestions
- Post the names of committee members prominently in the institution
- Provide certificates, plaques or other mementos upon completion of members' terms

SOME DOs AND DON'Ts FOR AN EFFECTIVE ADVISORY COMMITTEE

As a representative of the educational institution,

DO . . .

- invite committee members to visit classrooms and laboratories while in session and in the company of school/college personnel
- ask the committee to report periodically to the school board, joint operating committee or board of trustees
- share professional publications and information about conferences with committee members
- give the committee a follow-up on all advice and recommendations
- be honest and candid
- make meetings worthwhile by discussing problems and concerns, presenting appropriate information and responding frankly to questions and suggestion
- provide background information about activities and programs of the institution
- keep committee members informed about activities and programs of the institution

DON'T . . .

- underestimate the intelligence of committee members or their interest in educational matters
- hesitate to request committee advice and support on problems confronting the program
- ignore committee suggestions and recommendations or exhibit a complacent attitude in your relationship with the committee
- ask the committee for advice or approval after a decision or action has already been made, or without providing supporting evidence
- alienate those members with opinions that do not always agree with yours
- manipulate committee members into providing support without full understanding of the circumstances in which a decision is being made

As a local advisory committee member,

DO . . .

- allow yourself enough time in your work and personal schedule for committee activities
- attend meetings regularly and let your colleagues on the job know about committee activities
- remember that the only local body with authority for the school or college is the elected school board, joint operating committee or board of trustees and their employees
- examine material presented to you prior to voting on issues, making recommendations and taking other actions
- familiarize yourself with the way schools and/or colleges are organized, governed and financed so that advice is realistic
- serve enthusiastically and take pride in your achievements and those of the committee

DON'T . . .

- complain, involve personalities, use pressure tactics or criticize without offering constructive alternatives
- set too broad a scope of objectives for the committee
- lose interest in the school/college when your term on the committee expires
- deal with issues outside the purview of the committee
- disseminate privileged or confidential information
- meet for the sake of meeting
- sit back and let others assume all the responsibility for committee work

SELF-EVALUATION

A committee may lose its vitality and become stagnant after its initial period of operation. Enthusiasm for a new enterprise may turn to complacency or boredom. New ideas may be resisted, and the committee's potential may go unfulfilled. To avoid those pitfalls, periodic self-evaluation should be an integral part of the committee's operation.

After completing its annual report, which should provide a summary of committee activities and recommendations to the governing board, the committee should use such a review or evaluation to determine which activities have been successful and which activities deserve additional attention. To aid in the self-evaluation, a suggested checklist is provided in Appendix D.

Reassessing committee organization, activities and goals periodically will help maintain the vitality of the committee.

SUMMARY

What makes an advisory committee work? Advisory committees can operate and flourish in a wide range of circumstances and in a variety of operating conditions; however, certain factors need to be present, regardless of other features, in order for a committee to be successful. Needed are:

- Administrative support
- Good, concerned people as committee members
- Meaningful program of committee activities
- Efficient organizational structure
- Continuity in committee activities

Similarly, certain practices are to be avoided, including:

- Domination of meetings, discussions and activities by the program's administrators
- Limitation of discussion to the administration's concerns
- Agendas/meetings with no content
- Lack of recognition of committee comments, suggestions and recommendations
- Establishment of a "paper" committee only to meet state requirements

APPENDICES

APPENDIX A

STATE LAWS AND REGULATIONS GOVERNING LOCAL ADVISORY COMMITTEES AND OCCUPATIONAL ADVISORY COMMITTEES

State Board of Education regulations (Chapter 4, and Chapter 339) require the establishment of advisory committees. The applicable regulations are:

§ 4.33. Advisory committees

- (a) A school district or AVTS administering or planning to administer vocational-technical education programs shall appoint a local advisory committee. Membership on the committee shall consist of business and industry representatives, public sector employers, agriculture, labor organizations, community organizations, postsecondary education institutions and the general public. The appointed advisory committee shall meet at least once each year and shall give advice to the board and the administration concerning the program of the school, including its general philosophy, academic and other standards, strategic plans, course offerings, support services, safety requirements and the skill needs of employers. An advisory committee may serve multiple institutions where employment areas overlap.

- (b) An administrative committee, composed of chief school administrators representing participating school districts, shall be included in the organization of each AVTS. The committee shall play an integral part in the development of the AVTS strategic plan under § 4.13 (relating to strategic plans) and advise the AVTS board and the administration concerning the educational program and policies of the school.

- (c) An occupational advisory committee shall be established for each vocational-technical education program or cluster of related programs offered by a school district or AVTS. The committee shall meet at least twice a year to advise the board, administration and staff on curriculum, equipment, instructional materials, safety requirements, program evaluation and other related matters and to verify that the programs meet industry standards and, if appropriate, licensing board criteria and that they prepare students with occupation related competencies.

APPENDIX B

SAMPLE APPOINTMENT LETTER (On school/college letterhead)

Ms. Mary Doe
Chief Executive Officer
Acme Auto Parts
482 Council Boulevard
Advice, PA 00000

Dear Ms. Doe:

Welcome to the _____ Local Advisory Committee. Your appointment to a three-year term was approved at the _____ meeting of the Board of Trustees/Joint Operating Committee/School Board of (institution).

Your expertise in (industry/business/education/etc.), concern for your community and interest in education qualify you for appointment to this advisory committee. We hope that this association will be rewarding to you, as we are confident it will be helpful to (institution) and its students.

The first meeting of the Committee will be on (date) at (time and place). It is anticipated that the meeting will last until (time). At this meeting the purpose, objectives and functions of the committee will be explained and various committee activities will be discussed. A copy of the agenda is enclosed. Also enclosed is a copy of the minutes from the last meeting and material describing the committee, its last annual report and a description of the vocational-technical education program of (institution).

Your interest in career and technical education and your willingness to serve on the committee is appreciated. If you have any questions, please call me or (name, title, institution). I look forward to your participation at our upcoming _____ Local Advisory Committee meeting on (date).

Sincerely,

Chairperson
Board of Education/Joint Operating Committee/Board of Trustees

APPENDIX C

SAMPLE LOCAL ADVISORY COMMITTEE BYLAWS

(Written rules, policies and procedures should be developed locally by each advisory committee and should include only those provisions necessary for efficient committee operation.)

I. Name

The name of this organization shall be the _____ Local Advisory Committee on Career and Technical Education of _____ (institution).

II. Purpose

The purpose of the Advisory Committee is to advise the (Board of Trustees/Joint Operating Committee/Board of Education) and administrators of the (school/college) concerning the career and technical program of (school/college). The Advisory Committee is authorized under Title §4PS 18.1808 of the Pennsylvania school laws and rules and Chapter 4 of State Board of Education Regulations.

III. Organization

A. The committee shall consist of a sufficient number of members to provide a representative cross-section of the labor market served by the (school/college). The committee shall have at least _____ members and no more than _____ members.

B. **Terms of Appointment.** Appointments shall be for three-year terms. Appointments shall be staggered so that one-third of the members' terms expire each year. At the time of initial organization, terms shall be determined by drawing lots among the members. Members may succeed themselves. The term of a new committee member shall start on _____.

C. **Officers.** The committee shall have a chairperson, vice chairperson and secretary. The responsibilities of the officers are:

Chairperson – Shall preside at meetings, serve as chairperson of the executive committee, direct external relations and legislative activities, and appoint standing and special committees as the need arises. The chairperson shall develop the meeting agenda in cooperation with _____.

Vice Chairperson – Shall preside in the absence of the chairperson, direct committee program planning, chair the annual report committee, and assist the chairperson as requested.

Secretary – Shall direct the recording of the minutes of the meeting, the transmittal of all reports to members and maintain a permanent record file of advisory committee activities. The secretary shall coordinate all correspondence on behalf of the committee.

D. The executive committee shall consist of the officers plus the chairpersons of any established committees. The established committees shall be:

_____	_____
_____	_____

- E. Officers shall be elected by the members (annually/biennially). Other members of the executive committee shall be appointed annually by the elected committee officers. A replacement for a vacancy in a committee office shall be elected at the next regular meeting of the committee after the vacancy is created.

IV. Meetings

- A. The advisory committee shall meet **a minimum of once a year**. The executive committee shall meet a minimum of _____ times annually.
- B. Special meetings may be called by the chairperson.
- C. The chairperson, after consultation with the advisory committee membership or the executive committee, shall establish the schedule of advisory committee and executive committee meetings. Meetings may be postponed or canceled by the chairperson.
- D. Written notices of committee meetings shall be mailed to all members at least _____ days prior to the meeting by the committee secretary. Written notices of executive committee meetings shall be mailed to all executive committee members at least _____ days prior to such meetings.
- E. Each meeting will begin at the planned time and will continue for no more than _____ (hours, minutes) unless a majority to the members present vote to extend the meeting.
- F. A quorum shall be deemed to exist if at least 50 percent of the members of the advisory committee are present.
- G. Members who are absent for _____ consecutive meetings shall lose their membership unless the Executive Committee votes to extend their membership.

V. Occupational Advisory Committee Representation

Each career and technical program or cluster of programs shall have an occupational advisory committee composed of persons with expertise in that occupational field or fields. The chairpersons of these occupational advisory committees shall also be ex-officio members of the local advisory committee.

VI. Reporting and Dissemination

Minutes, reports and recommendations shall be forwarded to the (Board of Education/Joint Operating Committee/Board of Trustees) by the secretary within _____ days following each committee or executive committee meeting.

VII. Working Rules

The committee shall annually establish a set of working rules to govern its operation. Items to be included are committee structure, meeting arrangements, annual priorities for committee work and other organizational details.

VIII. Rules of Order

Robert's Rules of Order shall be followed.

IX. Funding

Expenditures of the committee shall be assumed by the (School Board/Joint Operating Committee/Board of Trustees) upon the prior approval of the appropriate board or committee.

X. Amendments

Bylaws may be amended by two-thirds vote of the committee provided the following conditions have been met:

- A. The proposed amendment shall have been proposed by the executive committee and distributed to each committee member _____ days prior to the time of voting.
- B. The proposed changes shall have been approved by the (School Board/Joint Operating Committee/Board of Trustees).

APPENDIX D

SELF-EVALUATION FOR LOCAL ADVISORY COMMITTEES

YES	NO	
_____	_____	1. The local advisory committee has updated bylaws, which include terms of membership, responsibilities of members' and officers' and procedures for operation.
_____	_____	2. Nominations for advisory committee membership are reviewed and candidates are appointed by the institution's governing board.
_____	_____	3. The committee establishes an annual program of activities.
_____	_____	4. The committee has regularly scheduled meetings (two to four minimum).
_____	_____	5. Leadership in the operation of the committee is provided by committee members.
_____	_____	6. Agendas for committee meetings are mailed to members prior to meetings.
_____	_____	7. Minutes of committee meetings are mailed to members promptly after meetings.
_____	_____	8. Written recommendations are prepared and forwarded to the governing board by the committee.
_____	_____	9. Recognition is given to committee members for their service and contributions.
_____	_____	10. The committee has active committees to carry out its work.
_____	_____	11. Information concerning requests for committee actions is provided prior to meetings.
_____	_____	12. The advisory committee is actively involved in:
_____	_____	A. assessing labor market needs
_____	_____	B. approving requests for federal career and technical education funds
_____	_____	C. the budget process
_____	_____	D. program evaluation
_____	_____	E. integrating basic academic skills with career and technical training
_____	_____	F. enhancing cooperation among career technical education institutions in the area
_____	_____	G. student recruitment

- _____ _____ H. student placement
- _____ _____ I. teacher recruitment
- _____ _____ J. public relations for the program and institution
- _____ _____ K. coordination of the career technical education program with community-based organizations, etc
- _____ _____ L. coordinating or conducting visits to places of employment for students
- _____ _____ M. providing speakers/demonstrations for career and technical education classes
- _____ _____ N. lending personnel to provide instructional support to career and technical education teachers
- _____ _____ O. assisting teachers in updating skills
- _____ _____ P. being represented at meetings of the governing board
- _____ _____ Q. informing state and federal legislators of career and technical education program accomplishments and needs

APPENDIX E

GLOSSARY OF TERMS FOR CAREER AND TECHNICAL EDUCATION

Academic Program/Classes – Traditionally inclusive of basic education subjects such as reading, English, math, science and social studies, (core curriculums for all students)

Adults in Secondary Programs – High school graduates, or those who left high school prior to graduation, enrolled in an approved secondary career and technical program to prepare for a new occupation or to upgrade skills in his/her present occupation.

Advanced Academic Courses – Those courses that increase the mathematics, science and communications achievement of students and enhance their ability to successfully enter the workforce or further their education after graduation as approved by the State Board for Vocational Education

Advisory Committee – A selected group of individuals representing various sectors of business and industry who provide advice and technical assistance to the administrator, teacher and others in an area career and technical school, comprehensive high school or postsecondary institution.

All Aspects of an Industry – With respect to a particular industry, the planning, management, finances, technical and production skills, labor and community issues, health and safety, and environmental issues related to that industry. The individual has a comprehensive understanding and strong experience in the industry he/she is preparing to enter.

Applied Academics – Academic subjects such as math, science and English taught by demonstrating how each subject is used in a real-life situation or job performance.

Apprenticeship Training Program – A job training program registered with and governed by the U.S. Department of Labor, the Pennsylvania Department of Labor and Industry, and sponsored by one or more employers and/or a union.

Approved Secondary Occupational Career and Technical Education Program – A program that has been approved by the Pennsylvania Department of Education in accordance with applicable State Board of Education regulations governing career and technical education; This does not include consumer and homemaking education.

Area Vocational-Technical School (AVTS) – A public school which provides career and technical education to secondary school students, out-of-school youth and adults in a geographical area comprised of and operated by one or more school districts and established under Sections 1840 – 1853 of the Public School Code of 1949 (24 P.S. §§18–1840--18-1853).

Articulation – A planned sequence of courses often resulting in a certificate, diploma or degree in a specialized field.

Associate Degree – A degree granted to completers of a two-year college program.

Baccalaureate/Bachelor's Degree – Bachelor of Arts or Sciences college degree, usually requiring four years of college study.

Bureau of Career and Technical Education (BCTE) – The office in the Pennsylvania Department of Education responsible for administering career and technical education programs in the state.

Career and Technical Student Organizations (CTSOs) – Profession-related activities integrated into the instructional program that contributes to the comprehensive learning experiences of students and provides unique opportunities for career and leadership development, motivation and recognition. Organizations have local, state and national affiliations.

DECA	Association of Marketing Students
FBLA	Future Business Leaders of America
FCCLA	Family, Career and Community Leaders of America
FFA	Association of Agriculture Education Students
HOSA	Health Occupations Students of America
Skills USA	Trade and Industrial Students of America
TSA	Technology Student Association

Career and Technology Center (CTC) – A public school which provides career and technical education to secondary school students, out-of-school youth and adults in a geographical area comprised of and operated by one or more school districts and established under Sections 1840 – 1853 of the Public School Code of 1949 (24 P.S. §§18–1840--18-1853).

Career Development – A planned sequence of programs and services for students to develop and implement an individualized plan of career awareness, planning and decision-making

Career Guidance and Academic Counseling – Providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid and postsecondary options.

Carl D. Perkins Vocational and Technical Education Act (P.L. 101-392) – Federal legislation reauthorized in 2006 to provide funding for career and technical education programs.

Certified Teacher/Instructor – A professional who has successfully completed all the Pennsylvania Department of Education requirements to qualify as a classroom teacher for a given subject or program.

Chapters 4 and 49 – Chapters of the Regulations of the State Board of Education, under the provisions of the Pennsylvania School Code, which govern various aspects of the education process. These chapters include: (4) Academic Standards and Assessment and (49) Certification of Professional Personnel.

Competency-Based Vocational-Technical Education (CBVE) – An instructional system based on the successful completion of clearly stated criteria, based on industry standards, critical to successful employment in a given occupation.

Completer – A student, including an adult in a secondary program, who (1) has completed all program requirements and has met the performance standards in the approved career and technical program according to the Pennsylvania Secondary Career and Technical Education Program Approval (PDE-320) form on file with the district and PDE, or, if disabled, has met the vocational Individualized Education Program (IEP) requirements, and (2) has graduated.

Completion Rate – A measure of the percentage of students who were enrolled in career and technical education programs at 11th grade or above who completed all program requirements and received diplomas in the year in which they were scheduled to graduate.

Comprehensive High School/AVTS – A school building accommodating both academic and career and technical education programs and providing opportunities for students to participate in one or both programs.

Consortium – A formal partnership agreement among local education agencies.

Cooperative Education – A method of instruction of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required academic courses and related vocational and technical education instruction, by alternation of study in school with a job in a related occupational field. This alternation shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual, and may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

Core Performance Standards and Measures – Required by the Perkins Act, each state must implement a system of data collection and reporting to identify student learning and competency gains, achievement of basic, academic and occupational skills, retention in school, placement after graduation and incentives for targeted groups.

Disadvantaged Student – Individual with economic or academic limitations who requires special services and assistance to succeed in school.

Displaced Homemaker – An adult with limited job skills, without means of economic support and is unemployed or underemployed.

Diversified Occupations Program – A secondary career and technical education program in which students are given supervised work experience in any one of a variety of occupations combined with related classroom instruction. This type of program is suited especially to communities where the need for workers is too limited to justify separate courses for each occupation. This program is usually under the direction of the trade and industrial education division and supervised by a teacher-coordinator.

Economically Disadvantaged – An economic disadvantage may include individuals or members of families eligible for any of the following: free or reduced price lunch; program for the Temporary Assistance for Needy Families under Part A of title IV of the Social Security Act (42 U.S.C. 601); benefits under the Food Stamp Act of 1977; or is in receipt of Pell grants or other economic services.

High Schools That Work – An initiative designed to significantly raise the academic and technical competencies of students. Established in cooperation with the Southern Region Education Board (SREB)

Home/Sending School – School of academic origin for a student who spends part of a day/week/ year at an AVTS/CTC.

Individuals with a Disability – A student with any physical/mental impairment that substantially limits that person in some major life activity or employment; This includes any individual who has been evaluated under Part B of the Individuals with Disabilities Education Act Amendments of 1997 (20 U.S.C. 1400 et seq.) and determined to be an individual with a disability who is in need of special education and related services in accordance with Section 114 A and B as related to evaluation and his/her Individualized Education Plan (IEP). Or any individual who is considered to be disabled under Section 504 of the Rehabilitation Act of 1973, as amended, and who has an impairment, which affects his/her ability to be employed.

Integration of Academic and Career and Technical Education – The process of blending curriculum

content from academic and career and technical education, and utilizing career and technical applied methods to develop the academic and occupational competencies of all students.

Intermediate Unit – A local education agency providing educational support services to students and schools within a predetermined service area

Limited English Proficiency – A student who has limited ability in speaking, reading, writing or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language.

Local Education Agency (LEA) – A school district, AVTS/CTC, Intermediate Unit or community college having administrative control of public education within a given locale. (Section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801))

National Skill Standards – Under the auspices of federal legislation, a voluntary set of standards for occupational competencies, developed by or with the cooperation of business and industry, establishing a benchmark for skills needed for successful employment in a particular industry.

Nontraditional Student – In a program or class where student enrollments of one sex comprise 75.1 to 100 percent of total enrollment, a student of the opposite sex is identified as nontraditional and may receive special encouragement and support services to continue in the program.

Nontraditional Training and Employment – Occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Occupational Safety and Health Administration (OSHA) – To assure safe and healthful working conditions for working men and women; by authorizing enforcement of the standards developed under the Act; by assisting and encouraging the States in their efforts to assure safe and healthful working conditions; by providing research, information, education and training in the field of occupational safety and health; and for other purposes.

Occupational Advisory Committee - This committee is comprised of representatives from local business and industry who are actively involved in the occupation for which training is being provided. Representation should also include management and labor personnel, homemakers, career and technical education students, recent graduates, post-secondary faculty, home school and CTC Counselors, and members of the community. This committee shall provide advice on program content and performance objectives to the classroom teacher. The classroom teacher will set performance objectives.

Off-Campus Learning Component – One or more activities outside of the regular classroom instruction in which a student participates during his/her career and technical education program.

Pennsylvania Skills Certificate – A certificate awarded to a high school graduate successfully completing a written examination and a performance evaluation on examinations developed by the National Occupational Competency Testing Institute (NOCTI) in a specific occupational area or by completing other approved tests identified by the Pennsylvania Department of Education. The Pennsylvania Department of Education administers the tests in those schools with approved career and technical education programs.

Plan of Delivery – Methods of instruction and technical skills development, either in a school or work setting, as outlined in the approved secondary occupational career and technical education program; Plans may encompass either occupational (non tech-prep) or tech prep delivery

Postsecondary Educational Institution – An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree; a tribally controlled college or university; or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Programs of Study - The Carl D. Perkins Career and Technical Education Act of 2006 require the development and implementation of career and technical programs of study. Each local recipient receiving Perkins funds under the Act will be required to offer the relevant courses of at least one POS. Programs of Study are very similar to, and build on, positive initiatives, such as Tech Prep, career pathways, career academies and career clusters, already underway in career and technical education in Pennsylvania

Racial/Ethnic Categories – Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. These categories do not denote scientific definitions of anthropological origins. However, no person is counted in more than one racial/ethnic category.

SCANS – Secretary's Commission on Achieving Necessary Skills - A 1991 report commissioned by the U.S. Secretary of Labor, The report described the skills needed by all workers to be successful and productive in a modern economy. Business defined five basic competencies required of all employees: the ability to use (1) resources, (2) technology, (3) information, (4) systems and (5) to work with others.

School Code – The body of laws adopted by the General Assembly and signed by the Governor to govern education in Pennsylvania's public schools.

Single Parent – A student who is unmarried or legally separated from a spouse and who has a minor child or children for which the parent has either custody or joint custody, or is pregnant.

Special Populations – Individuals who may need special support services to succeed in school. Populations include those with disabilities, academic/economic disadvantages, limited English proficiency, nontraditional status, and incarceration in a correctional institution.

State Board of Education – Created by state law, the State Board of Education adopts broad policies and principles and establishes standards governing the educational program of Pennsylvania.

State Plan for Vocational and Technical Education – Every two or three years, as required by the *Carl D. Perkins Vocational and Applied Technology Education Act of 1998*, the State Board of Education, with the assistance of the Pennsylvania Department of Education, Bureau of Career and Technical Education, prepares a plan describing the state's intended use of federal funds to address the requirements of federal legislation and the state's need for career and technical education programs and services.

Strategic Plan – Curriculum regulations of the State Board of Education require each school district and AVTS/CTC to develop and submit a strategic plan to the Department of Education once every six years and a mid-point revision of the plan once every three years. The plan includes a needs assessment and explains how the school district/AVTS will enable students to achieve desired learning outcomes.

Supplementary Services – Services related to curriculum modification, adaptive devices for equipment, supportive personnel, classroom modifications, instructional aids and devices and child care necessary to allow students to participate in career and technical education programs.

Team Pennsylvania Career Link – A cooperative effort to provide one-stop delivery of career services to job seekers, employers and other interested individuals. The goal is to provide a self service system in which interested individuals have access to employment, education and training resources locally.

Tech Prep – A combined secondary and postsecondary state-approved program delivery which leads to an associate degree or certificate and employment by providing the integration of academic and vocational technical preparation in engineering technology; applied science; mechanical, industrial or practical arts or trade; agriculture; health or business. This includes development of competence in mathematics, science and communications through a sequential course of study.

Workforce Investment Board (WIB) – The Commonwealth initiated a collaborative process to build a regionally planned, locally directed market driven workforce and economic development system. The Team Pennsylvania Workforce Investment Board (State WIB) has been charged with the responsibility to coordinate all workforce development programs including the one stop employment and training delivery system that is to be customer focused and inclusive of all citizens of the Commonwealth. The Local WIB is the catalyst for coordinating and aligning workforce services and investment strategies that reflect the particular needs of local and regional economies.